

Course Number: ACC251

Course Name: Management Accounting

Instructor: Anderson

Term Offered: Winter

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Case write-ups and class discussion	Weekly case assignments that are prepared and analyzed in class	Case write-ups and class discussion	A. Graded assignments B. Written feedback C. Verbal feedback from instructor
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)				
3	Analytical thinking (able to analyze and frame problems)	-case analysis requires students to parse cases for relevant information - key analysis techniques for the subject including cost analysis, economic modeling, variance analysis	Case method and assigned text problems	Case discussion, written case write-ups, two in-class quizzes, one final exam	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
4	Information technology (able to use current technologies in business and management contexts)				
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	Brief in class break-out assignments completed in teams with in-class report-out		Brief in class break-out assignments completed in teams with in-class report-out	C. Verbal feedback from instructor
6	Diverse and multicultural work environments (able to work effectively in diverse environments)				
7	Reflective thinking (able to understand oneself in the context of society)				

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
8	Application of knowledge (able to translate knowledge of business and management into practice)	-case analysis requires students to parse cases for relevant information - key analysis techniques for the subject including cost analysis, economic modeling, variance analysis	Case method and assigned text problems focus on translation of text concepts to practice. In-class team assignments that focus on current events.	Case discussion, written case write-ups, two in-class quizzes, one final exam	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society				
10	Social responsibility, including sustainability, and ethical behavior and approaches to management				
11	Financial theories, analysis, reporting, and markets				
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution	Case studies feature important management accounting and control processes including: product costing, financial reporting, budgeting, performance evaluation	Case method and assigned text problems. In-class team assignments.	Case discussion, written case write-ups, two in-class quizzes, one final exam	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				
15	Leading in organizational situations				
16	Managing in a global context				
17	Thinking creatively				

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
18	Making sound decisions and exercising good judgment under uncertainty				
19	Integrating knowledge across fields				

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	In-class team break-out assignments followed by report-out of each team.	Meet in groups of 5-6 to analyze current events stories in light of theory and case study from class. Students summarize findings in report-out to classmates.	Response of other students to report.	E. Other: part of class participation grade
2	Group presentations to classmates	In-class team break-out assignments followed by report-out of each team.	Meet in groups of 5-6 to analyze current events stories in light of theory and case study from class. Students summarize findings in report-out to classmates.	Response of other students to report.	E. Other: part of class participation grade
3	Individual presentations to classmates				
4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	Case analysis in each class session is highly interactive	Faculty leads analysis of case with significant student input	Class participation grade. Real time response of instructor and other students to student's contributions	A. Student-Course evaluation
2	Faculty member				

	meets with group of students in class				
3	Faculty member meets with group of students outside of class				
4	Faculty member holds office hours	Available by appointment for office hours to remediate or extend class discussion			A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other: Teaching Assistant offers office hours, pre- and post-test review sessions	TA addresses questions on homework and clarifies any issues with class materials.			A. Student-Course evaluation
7	Other:				

Course Number: ACC 201

Course Name: Financial Reporting

Instructor: M. Yetman

Term Offered: Fall

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)				
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Understand that the rules of financial reporting do not always lead to a clear reporting decision for organizations. Understand that managers have incentives to manipulate financial reporting in ways that are not consistent with the rules or intent of financial reporting rules. Understand the parties that are harmed by misreporting.	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
3	Analytical thinking (able to analyze and frame problems)	Understand how to report economic events consistent with generally accepted accounting principals (GAAP). Understand the differences and impact on financial reporting of various alternative methods under GAAP. Interpret and analyze financial statements and disclosures prepared under GAAP	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment
4	Information technology (able to use current technologies in business and management contexts)				
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)				
6	Diverse and multicultural work environments (able to work effectively in diverse environments)				
7	Reflective thinking (able to understand oneself in the context of society)				
8	Application of knowledge (able to translate knowledge of business and management into practice)				

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Understand the regulatory, political and economic aspects of the financial reporting process in the U.S. and abroad. Understand how to report economic events consistent with U.S. regulation (i.e., generally accepted accounting principals or GAAP). Understand the economic differences of various reporting differences under GAAP. Understand broadly how U.S. GAAP reporting differs from International financial reporting standards.	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	Understand that the rules of financial reporting do not always led to a clear reporting decision for organizations. Understand that managers have incentives to manipulate financial reporting in ways that are not consistent with the rules or intent of GAAP. Understand the parties that are harmed by misreporting	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
11	Financial theories, analysis, reporting, and markets	Understand the need for financial reporting standards. Understand the role of financial reporting in equity and debt markets. Understand how to report economic events consistent with generally accepted accounting principals (GAAP).	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution				
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				
15	Leading in organizational situations				
16	Managing in a global context				
17	Thinking creatively				
18	Making sound decisions and exercising good judgment under uncertainty	Understand how uncertainty affects financial reporting and disclosure.	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment
19	Integrating knowledge across fields				

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work				
2	Group presentations to classmates				
3	Individual presentations to classmates				
4	Other:				

QUESTION 3**Please describe students' opportunities for faculty interaction. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	In person lecture format allows for student and faculty interaction.	Instructor poses questions to students to answer. Students invited to ask questions.	Interaction during class.	A. Student-Course evaluation
2	Faculty member meets with group of students in class				
3	Faculty member meets with group of students outside of class				
4	Faculty member holds office hours	Instructor open to meeting upon request	Student and instructor discussions	Instructor addresses students questions	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other: Email	Email	Students send questions, instructor or teaching assistant replies	Response to their questions	A. Student-Course evaluation
7	Other:				

Course Number: ACC 211

Course Name: Tax Reporting and Analysis

Instructor: Robert Yetman

Term Offered: Fall

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Effectively and concisely communicating complex tax topics	Instructor discusses methods and techniques of technical writing in class	Weekly case write-ups of macroeconomic tax issues	A. Graded assignment B. Written feedback
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Understanding of tax compliance vs. tax evasion	Instructor lecture and student interaction	Weekly case write-ups of macroeconomic tax issues	A. Graded assignment B. Written feedback
3	Analytical thinking (able to analyze and frame problems)	Understanding of complex tax issues	Instructor lecture and student interaction	Weekly quizzes	A. Graded assignment
4	Information technology (able to use current technologies in business and management contexts)	Ability to use existing IT to assist in understanding tax issues	Instructor lecture and student interaction	Weekly case write-ups of macroeconomic tax issues	A. Graded assignment B. Written feedback
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	How to work in small groups to solve complex tax issues	Instructor lecture and student interaction	All students assigned to a group project	A. Graded assignment B. Written feedback
6	Diverse and multicultural work environments (able to work effectively in diverse environments)				
7	Reflective thinking (able to understand oneself in the context of society)	Ability to understand tradeoffs of taxation and spending on a national level	Instructor lecture and student interaction	Weekly case write-ups of macroeconomic tax issues	A. Graded assignment B. Written feedback

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
8	Application of knowledge (able to translate knowledge of business and management into practice)	Ability to apply specific tax laws to new and uncertain situations	Instructor lecture and student interaction	Weekly case write-ups of macroeconomic tax issues Weekly Quizzes Midterm Exam Final Exam	A. Graded assignment B. Written feedback
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Ability to recognize political, economic, and regulatory effects of taxation	Instructor lecture and student interaction	Weekly case write-ups of macroeconomic tax issues	A. Graded assignment B. Written feedback
10	Social responsibility, including sustainability, and ethical behavior and approaches to management				
11	Financial theories, analysis, reporting, and markets	Understand the theory of taxation, public goods, externalities	Instructor lecture and student interaction	Weekly case write-ups of macroeconomic tax issues Weekly Quizzes Midterm Exam Final Exam	A. Graded assignment B. Written feedback
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution				
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				
15	Leading in organizational situations				

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
16	Managing in a global context	Understand international taxation issues	Instructor lecture and student interaction	Weekly case write-ups of macroeconomic tax issues Weekly Quizzes Midterm Exam Final Exam	A. Graded assignment B. Written feedback
17	Thinking creatively	Ability to apply specific tax laws to new and uncertain situations	Instructor lecture and student interaction	Weekly case write-ups of macroeconomic tax issues Weekly Quizzes Midterm Exam Final Exam	A. Graded assignment B. Written feedback
18	Making sound decisions and exercising good judgment under uncertainty	Ability to apply specific tax laws to new and uncertain situations	Instructor lecture and student interaction	Weekly case write-ups of macroeconomic tax issues Weekly Quizzes Midterm Exam Final Exam	A. Graded assignment B. Written feedback
19	Integrating knowledge across fields				

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Students work in groups of 5 to 7 on a tax planning project.	Group discussions	Graded. Project presentation discussed with each group	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
2	Group presentations to classmates	Groups present their tax planning project to the class	In class discussion between the presenting group, the rest of the class, and the instructor	Graded. Project presentation discussed with each group	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
3	Individual presentations to classmates				
4	Other:				

QUESTION 3**Please describe students' opportunities for faculty interaction. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	In-person lecture format allows for significant student-faculty interaction	Students are encouraged to respond to faculty queries as well as to offer their own experiences	Feedback from instructor during interaction	A. Student-Course evaluation
2	Faculty member meets with group of students in class				
3	Faculty member meets with group of students outside of class	Occasional meetings with student project groups as students request	Student-instructor discussions	Feedback from instructor during interaction	A. Student-Course evaluation
4	Faculty member holds office hours	Upon request students meet with instructor	Student-instructor discussions	Feedback from instructor during interaction	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other:	Electronic communication between students and instructor, such as email, is common	Student queries and instructor responses	Instructor response to electronic communication	A. Student-Course evaluation
7	Other:				

Course Number: ACC 211

Course Name: Accounting Ethics

Instructor: Robert Yetman

Term Offered: Fall

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Effectively and concisely communicating accounting ethics topics	Instructor discusses methods and techniques of technical writing in class	Weekly case write-ups	A. Graded assignment B. Written feedback
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Entire class is devoted to the topic of ethics	Instructor lecture and student interaction	Weekly case write-ups Weekly Quizzes Final Exam	A. Graded assignment B. Written feedback
3	Analytical thinking (able to analyze and frame problems)				
4	Information technology (able to use current technologies in business and management contexts)				
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	How to work in small groups	Instructor lecture and student interaction	All students assigned to a group project	A. Graded assignment B. Written feedback
6	Diverse and multicultural work environments (able to work effectively in diverse environments)	Ability to understand how ethics varies across cultures/backgrounds	Instructor lecture and student interaction	Weekly case write-ups Weekly Quizzes Final Exam	A. Graded assignment B. Written feedback
7	Reflective thinking (able to understand oneself in the context of society)	Ability to reflect on the ethical implications of decisions	Instructor lecture and student interaction	Weekly case write-ups Weekly Quizzes Final Exam	A. Graded assignment B. Written feedback

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
8	Application of knowledge (able to translate knowledge of business and management into practice)	Ability to apply ethical decision making to new and uncertain situations	Instructor lecture and student interaction	Weekly case write-ups Weekly Quizzes Final Exam	A. Graded assignment B. Written feedback
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Understanding of various accounting codes of conduct	Instructor lecture and student interaction	Weekly case write-ups Weekly Quizzes Final Exam	A. Graded assignment B. Written feedback
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	Entire class is devoted to this topic	Instructor lecture and student interaction	Weekly case write-ups Weekly Quizzes Final Exam	A. Graded assignment B. Written feedback
11	Financial theories, analysis, reporting, and markets				
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution				
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				
15	Leading in organizational situations				
16	Managing in a global context	Understand international accounting ethics codes	Instructor lecture and student interaction	Weekly case write-ups Weekly Quizzes Final Exam	A. Graded assignment B. Written feedback
17	Thinking creatively				
18	Making sound decisions and exercising good judgment under uncertainty	Entire class is devoted to this topic	Instructor lecture and student interaction	Weekly case write-ups Weekly Quizzes Final Exam	A. Graded assignment B. Written feedback

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
19	Integrating knowledge across fields				

QUESTION 2**Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Students work in groups of 5 to 7 on two ethics projects	Group discussions	Graded. Project presentation discussed with each group	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
2	Group presentations to classmates				
3	Individual presentations to classmates				
4	Other:				

QUESTION 3**Please describe students' opportunities for faculty interaction. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	In-person lecture format allows for significant student-faculty interaction	Students are encouraged to respond to faculty queries as well as to offer their own experiences	Feedback from instructor during interaction	A. Student-Course evaluation
2	Faculty member meets with group of students in class				
3	Faculty member meets with group of students outside of class	Occasional meetings with student project groups as students request	Student-instructor discussions	Feedback from instructor during interaction	A. Student-Course evaluation
4	Faculty member holds office hours	Upon request students meet with instructor	Student-instructor discussions	Feedback from instructor during interaction	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other:	Electronic communication between students and instructor, such as email, is common	Student queries and instructor responses	Instructor response to electronic communication	A. Student-Course evaluation
7	Other:				

Course Number: ACC 205

Course Name: Advanced Financial Reporting

Instructor: Hollis Skaife

Term Offered: SQ 2014

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Writing a critique of an article in the financial press ("In-the-know). Giving a presentation of the critique in front of class followed by Q&A (10 minutes)	Commenting on and grading "In-the-know" assignments	Students write-up and presentation of their "In-the-know" assignments	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Incentives to apply financial reporting standards and consequences of managerial discretion	Cases and problems	Completion of cases and problems, and participation in class discussion	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
3	Analytical thinking (able to analyze and frame problems)	Consider the financial reporting consequences of managerial choice within a set of financial reporting standards	Cases and problems	Completion of cases and problems, and participation in class discussion. Participation in team exam question	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Verbal feedback from other students
4	Information technology (able to use current technologies in business and management contexts)				

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	Work in groups on assignments, numerous in-class group exercises and team exam question.	Students work in teams for some class exercises and for a team exam question	Students work in teams for some class exercises and for a team exam question	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Verbal feedback from other students
6	Diverse and multicultural work environments (able to work effectively in diverse environments)				
7	Reflective thinking (able to understand oneself in the context of society)				
8	Application of knowledge (able to translate knowledge of business and management into practice)				
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Overview of the country-specific institutions that contribute to more or less transparent financial reporting	Lecture, readings, and case	Team case	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Verbal feedback from other students
10	Social responsibility, including sustainability, and ethical behavior and approaches to management				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
11	Financial theories, analysis, reporting, and markets	Incentives to apply financial reporting standards and consequences of managerial discretion	Cases and problems	Completion of cases and problems, and participation in class discussion	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution				

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				
15	Leading in organizational situations				
16	Managing in a global context				
17	Thinking creatively				
18	Making sound decisions and exercising good judgment under uncertainty	Discussing that accounting is a decision process and judgment is critical in applying and auditing financial reporting standards	Lecture and practice problems	Lecture and practice problems	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Observations from financial press articles
19	Integrating knowledge across fields	Importance of business acumen in understanding the demand for financial reporting by various stakeholders	Lecture and practice problems	Lecture and practice problems	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Observations from financial press articles

QUESTION 2**Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Work in groups on assignments, numerous in-class group exercises and team exam question.	Students work in teams for some class exercises and for a team exam question	Students work in teams for some class exercises and for a team exam question	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Verbal feedback from other students
2	Group presentations to classmates				
3	Individual presentations to classmates	Work in groups on assignments, numerous in-class group exercises and team exam question.	Students work in teams for some class exercises and for a team exam question	Students work in teams for some class exercises and for a team exam question	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Verbal feedback from other students
4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	Class lectures are interactive with student input and examples solicited	Students ask clarification questions and provide personal examples of concepts	Students are not graded on class participation but are required to complete daily homework assignments and be able to present their suggested solutions to the class.	A. Student-Course evaluation
2	Faculty member meets with group of students in class	Faculty member walks around the class answering questions and asking questions as students are working in their groups	Questions on technical implementation or interpretation of concepts are answered	Confirmatory, contradictory, or thought provoking statements.	A. Student-Course evaluation
3	Faculty member meets with group of students outside of class	On an as need basis			A. Student-Course evaluation
4	Faculty member holds office hours	Schedule office hours as well as by appointment	Anything and everything students want to know	Try to answer their questions or if I don't know the answer either do some research or ask them to	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other: Program sponsored social events	Social gatherings	Typically career development and options	Try to answer their questions or if I don't know the answer either do some research or ask them to	A. Student-Course evaluation
7	Other:				

Course Number: ACC 213
Course Name: Tax Reporting and Analysis II
Instructor: Will Snyder
Term Offered: WINTER

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Teams and individual students present in every class session. Additionally, teams present formal group projects at the end of the Quarter.	Students are given the opportunity to present in a no-risk context to improve their presentation skills.	Teams select students to present in each class session and each team has a formal presentation at the end of the term.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	The concept is discussed in class in conjunction with review of numerous situational contexts presented in case studies.	Students read, review and assess the ethical dilemma presented in the case studies	Students review and present their thoughts about the ethical approach to the dilemma presented in the case.	A. Verbal feedback from instructor
3	Analytical thinking (able to analyze and frame problems)	Ability to make convincing arguments based on logical and empirical components.	Numerous homework cases are read, reviewed and assessed in terms of ultimate proposed solution.	Students prepare their arguments as homework and present findings in class.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
4	Information technology (able to use current technologies in business and management contexts)	Students use of Power Point and Prezi		All of the term projects presented by teams require the use of this media.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other teams assessment

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	The entire course relies heavily on team dynamics. Weekly team presentations on assignments, in class cases and the capstone final team project	Students work as a team to solve assignments. Some of the assignments are pre-assigned, others are in class exercises.	Students work as a team to solve in class exercises and pre-assigned homework.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
6	Diverse and multicultural work environments (able to work effectively in diverse environments)	Acknowledge and understand the concept of cultural diversity.	Students are asked to present findings to “assumed clients” with appropriate cultural context.	Students analyze cases and develop approach to presenting findings in a diverse work environment.	A. Verbal feedback from instructor
7	Reflective thinking (able to understand oneself in the context of society)	Review of individual student’s strengths and weaknesses as identified by classmates.	Discussion of the significance of developing an individual plan for the determination of the journey to “Point B”.	Students reflect upon their abilities, in conjunction with their passions to assist in deriving their career path.	A. Verbal feedback from classmates and professor
8	Application of knowledge (able to translate knowledge of business and management into practice)	Review of assignments, including situational cases where students present findings to “clients”.	In class “role playing” exercises where students present findings and recommendation	This simulation provides “live feedback” to the students with an interactive and challenging client played by the professor.	A. Verbal feedback from instructor
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Social context is focus of most class sessions and developed through exercises and cases.	Assigned cases typically require application of theory to “real world” issues.	Classroom discussion of the application of theory to “real world” context.	A. Verbal feedback from instructor
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	Ethical framework and its application is discussed and interwoven in class discussions.	Review of Accounting Frauds and the nature of the Auditor’s responsibilities	Discussion of numerous “real world” accounting debacles of the past.	A. Verbal feedback from instructor
11	Financial theories, analysis, reporting, and markets				
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution				

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				
15	Leading in organizational situations				
16	Managing in a global context				
17	Thinking creatively	Students are required to develop comprehensive responses and solutions to questions raised in homework exercises and in class cases.	Students work in teams and respectfully develop a “consensus” opinion and response to various exercises	Students develop their responses to the given situation and present their findings to the class.	A. Verbal feedback from instructor
18	Making sound decisions and exercising good judgment under uncertainty	This concept is developed through lecture involving an interactive format.	Interactive lecture and subsequent discussion and analysis.	Interactive lecture and subsequent discussion and analysis.	A. Verbal feedback from instructor
19	Integrating knowledge across fields				

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Each week, students work in teams of approximately six individuals on pre-assigned materials as well as in class exercises and cases. Additionally, each team presents to the class a "term project" approximately 20 minutes in length.	Students discuss and debate their responses to the assigned exercises and cases. Collectively, they propose a consensus response to the issues.	Students receive oral feedback to the weekly informal presentations. Additionally, they receive formal written feedback on the term project and informal feedback from their classmates.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment
2	Group presentations to classmates	Students present each week to the class informal responses to various exercises. Additionally, they prepare and present a formal term project at the end of the Quarter.	Students determine the topic (within informal guidelines) for their term project and discuss their findings with the class.	Students receive written feedback on their presentation content, research, style and manner of presentation.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment
3	Individual presentations to classmates	As noted in Item #1 above, individual students make short presentations as representatives of their teams on various selected exercises and cases on a weekly basis. The teams rotate the presenters to make sure each student has numerous opportunities to present to the class.	Students assist each other and prepare a response to the given assignment. The students and faculty member provide positive feedback after the presentation.	Informal feedback from fellow classmates	A. Informal feedback and assessment only
4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	All "lectures" are of an extremely interactive nature. Students can interject at most any time with questions and/or comments.	The interactive nature of the lectures creates an open environment of dialog with the students.	Students receive a grade for the class based upon all relevant factors; including written examinations, term project and classroom participation.	A. Student-Course evaluation
2	Faculty member meets with group of students in class	Teams of students will work each week on pre-assigned and in class exercises and cases. After a short interval of student-to-student interaction observed by the faculty member, the instructor individually visits with each team and begins a dialog regarding the solution.	Teams of students independently work with each other to solve various exercises and cases. Subsequently, they interact with the instructor as a sounding board regarding their responses.	Students receive informal responses from classmates and suggestions from the instructor.	A. Student-Course evaluation
3	Faculty member meets group of students outside class				
4	Faculty member holds office hours	All students may meet with the instructor to discuss course concepts, assignments, and other relevant issues in the student's academic program.	Student - Instructor interactions and discussions will typically be "in person", but may also be by e-mail	Students have available the opportunity to discuss course progress and career aspirations.	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other:	Students receive a "weekly update" e-mail from the instructor. Contents may include clarification about assignments, upcoming classes, and motivational messages.	Students may respond and follow-up with the faculty member.	Individual responses from the faculty member to all student e-mails.	A. Student-Course evaluation
7	Other:				

Course Number: ACC 215
Course Name: Tax Reporting and Analysis III
Instructor: Will Snyder
Term Offered: SPRING

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Teams and individual students present in every class session. Additionally, teams present formal group projects at the end of the Quarter.	Students are given the opportunity to present in a no-risk context to improve their presentation skills.	Teams select students to present in each class session and each team has a formal presentation at the end of the term.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	The concept is discussed in class in conjunction with review of numerous situational contexts presented in case studies.	Students read, review and assess the ethical dilemma presented in the case studies	Students review and present their thoughts about the ethical approach to the dilemma presented in the case.	A. Verbal feedback from instructor
3	Analytical thinking (able to analyze and frame problems)	Ability to make convincing arguments based on logical and empirical components.	Numerous homework cases are read, reviewed and assessed in terms of ultimate proposed solution.	Students prepare their arguments as homework and present findings in class.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
4	Information technology (able to use current technologies in business and management contexts)	Students use of Power Point and Prezi		All of the term projects presented by teams require the use of this media.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other teams assessment

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	The entire course relies heavily on team dynamics. Weekly team presentations on assignments, in class cases and the capstone final team project	Students work as a team to solve assignments. Some of the assignments are pre-assigned, others are in class exercises.	Students work as a team to solve in class exercises and pre-assigned homework.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
6	Diverse and multicultural work environments (able to work effectively in diverse environments)	Acknowledge and understand the concept of cultural diversity.	Students are asked to present findings to “assumed clients” with appropriate cultural context.	Students analyze cases and develop approach to presenting findings in a diverse work environment.	A. Verbal feedback from instructor
7	Reflective thinking (able to understand oneself in the context of society)	Review of individual student’s strengths and weaknesses as identified by classmates.	Discussion of the significance of developing an individual plan for the determination of the journey to “Point B”.	Students reflect upon their abilities, in conjunction with their passions to assist in deriving their career path.	A. Verbal feedback from classmates and professor
8	Application of knowledge (able to translate knowledge of business and management into practice)	Review of assignments, including situational cases where students present findings to “clients”.	In class “role playing” exercises where students present findings and recommendation	This simulation provides “live feedback” to the students with an interactive and challenging client played by the professor.	A. Verbal feedback from instructor
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Social context is focus of most class sessions and developed through exercises and cases.	Assigned cases typically require application of theory to “real world” issues.	Classroom discussion of the application of theory to “real world” context.	A. Verbal feedback from instructor
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	Ethical framework and its application is discussed and interwoven in class discussions.	Review of Accounting Frauds and the nature of the Auditor’s responsibilities	Discussion of numerous “real world” accounting debacles of the past.	A. Verbal feedback from instructor
11	Financial theories, analysis, reporting, and markets				
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution				

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				
15	Leading in organizational situations				
16	Managing in a global context				
17	Thinking creatively	Students are required to develop comprehensive responses and solutions to questions raised in homework exercises and in class cases.	Students work in teams and respectfully develop a “consensus” opinion and response to various exercises	Students develop their responses to the given situation and present their findings to the class.	A. Verbal feedback from instructor
18	Making sound decisions and exercising good judgment under uncertainty	This concept is developed through lecture involving an interactive format.	Interactive lecture and subsequent discussion and analysis.	Interactive lecture and subsequent discussion and analysis.	A. Verbal feedback from instructor
19	Integrating knowledge across fields				

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Each week, students work in teams of approximately six individuals on pre-assigned materials as well as in class exercises and cases. Additionally, each team presents to the class a "term project" approximately 20 minutes in length.	Students discuss and debate their responses to the assigned exercises and cases. Collectively, they propose a consensus response to the issues.	Students receive oral feedback to the weekly informal presentations. Additionally, they receive formal written feedback on the term project and informal feedback from their classmates.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment
2	Group presentations to classmates	Students present each week to the class informal responses to various exercises. Additionally, they prepare and present a formal term project at the end of the Quarter.	Students determine the topic (within informal guidelines) for their term project and discuss their findings with the class.	Students receive written feedback on their presentation content, research, style and manner of presentation.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment
3	Individual presentations to classmates	As noted in Item #1 above, individual students make short presentations as representatives of their teams on various selected exercises and cases on a weekly basis. The teams rotate the presenters to make sure each student has numerous opportunities to present to the class.	Students assist each other and prepare a response to the given assignment. The students and faculty member provide positive feedback after the presentation.	Informal feedback from fellow classmates	A. Informal feedback and assessment only
4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
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2	Faculty member meets with group of students in class	Teams of students will work each week on pre-assigned and in class exercises and cases. After a short interval of student-to-student interaction observed by the faculty member, the instructor individually visits with each team and begins a dialog regarding the solution.	Teams of students independently work with each other to solve various exercises and cases. Subsequently, they interact with the instructor as a sounding board regarding their responses.	Students receive informal responses from classmates and suggestions from the instructor.	A. Student-Course evaluation
3	Faculty member meets group of students outside class				
4	Faculty member holds office hours	All students may meet with the instructor to discuss course concepts, assignments, and other relevant issues in the student's academic program.	Student - Instructor interactions and discussions will typically be "in person", but may also be by e-mail	Students have available the opportunity to discuss course progress and career aspirations.	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other:	Students receive a "weekly update" e-mail from the instructor. Contents may include clarification about assignments, upcoming classes, and motivational messages.	Students may respond and follow-up with the faculty member.	Individual responses from the faculty member to all student e-mails.	A. Student-Course evaluation
7	Other:				

Course Number: ACC 241
Course Name: Introduction to Auditing and the Accounting Profession
Instructor: Will Snyder
Term Offered: FALL

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

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4	Information technology (able to use current technologies in business and management contexts)	Students use of Power Point and Prezi		All of the term projects presented by teams require the use of this media.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other teams assessment

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9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Social context is focus of most class sessions and developed through exercises and cases.	Assigned cases typically require application of theory to “real world” issues.	Classroom discussion of the application of theory to “real world” context.	A. Verbal feedback from instructor
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15	Leading in organizational situations				
16	Managing in a global context				
17	Thinking creatively	Students are required to develop comprehensive responses and solutions to questions raised in homework exercises and in class cases.	Students work in teams and respectfully develop a “consensus” opinion and response to various exercises	Students develop their responses to the given situation and present their findings to the class.	A. Verbal feedback from instructor
18	Making sound decisions and exercising good judgment under uncertainty	This concept is developed through lecture involving an interactive format.	Interactive lecture and subsequent discussion and analysis.	Interactive lecture and subsequent discussion and analysis.	A. Verbal feedback from instructor
19	Integrating knowledge across fields				

QUESTION 2

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4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	All "lectures" are of an extremely interactive nature. Students can interject at most any time with questions and/or comments.	The interactive nature of the lectures creates an open environment of dialog with the students.	Students receive a grade for the class based upon all relevant factors; including written examinations, term project and classroom participation.	A. Student-Course evaluation
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4	Faculty member holds office hours	All students may meet with the instructor to discuss course concepts, assignments, and other relevant issues in the student's academic program.	Student - Instructor interactions and discussions will typically be "in person", but may also be by e-mail	Students have available the opportunity to discuss course progress and career aspirations.	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other:	Students receive a "weekly update" e-mail from the instructor. Contents may include clarification about assignments, upcoming classes, and motivational messages.	Students may respond and follow-up with the faculty member.	Individual responses from the faculty member to all student e-mails.	A. Student-Course evaluation
7	Other:				